

## STUDENT OBJECTIVES

- Identify simile and metaphor
- Analyze simile and metaphor for meaning

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 233
- **Graphic Organizer**, Simile and Metaphor, p. 234
- **Practice Worksheets**, Levels A and B, pp. 235–236
- **Reteaching Worksheet**, p. 237

You will also need:

- Transparency: **Graphic Organizer**, Simile and Metaphor

NOTE: **Practice Worksheet B** requires photocopies of **Graphic Organizer**, Simile and Metaphor

## Teach

1. **Simile and Metaphor:** Illustrate the difference between **literal** and **figurative language** by writing the following sentences on the board:

**EXAMPLE Literal language**—Nilda ended her sentence with a **question mark**.

**Figurative language**—Our summer plans are still a big **question mark**.

- Ask students to discuss the use of the words “question mark.”
- Point out that in the first sentence, *question mark* is used in its ordinary dictionary sense to mean “a punctuation mark put after a question in writing.”
- Ask how the second sentence differs. (*Sample: The plans don’t actually make a real question mark. The plans are undecided, or in question.*)
- Explain that the second sentence is an example of figurative language because the phrase *question mark* is used in an imaginative way to put an image with a mental concept. Explain that **figurative language** is not literally true. Instead, it uses words imaginatively to make readers see things in new ways.

2. **Teaching Simile and Metaphor:** Distribute the **Lesson Summary** and review the definitions in the **Academic Vocabulary**.

- To help students identify a **simile**, explain that students should look for *both* of the following features:
  1. an imaginative comparison, not just a literal statement of fact; and
  2. clue words such as *like* or *as*.
- As a check, ask students to distinguish the **simile** from the statement of fact below:

**EXAMPLE** Our new alarm clock sounds **like** the smoke detector. (*statement of fact*)

Our new alarm clock sounds **like** a whooping crane. (*simile*)

- To teach students to **identify a metaphor**, stress that students should look for comparisons that say or imply that something *is* something else, something it could not really be but could “seem to be.”

## SIMILE AND METAPHOR, CONTINUED

- As a check, ask students to distinguish the **metaphor** from the statement of fact below:

**EXAMPLE** Our new alarm clock **is** a useful tool. (*statement of fact*)

Our new alarm clock **is** the rooster that gets our day started. (*simile*)

**3. Guided Practice:** Display the **Graphic Organizer**, Simile and Metaphor. Direct students to the examples on the **Lesson Summary**, or have volunteers generate new examples of similes and metaphors.

- Start by examining the figurative language in a simile.
- Point out that the simile compares two different things. (*Sample: floodwater and a bulldozer*) Use the answers to fill in the organizer.
- Ask: What qualities do they share? (*Sample: Both are big and powerful; both can flatten a home or other property.*) Continue writing answers in the organizer.
- Explain that by highlighting these similarities, the author paints a vivid picture. Elicit discussion of the effects of the simile and record the answers. (*Sample: the force and power of the flood are dramatized, and you are able to picture the destruction.*)
- Erase the organizer and start again. This time, examine language in a metaphor.
- Ask: What two unlike things are compared? (*Sample: The principal and a gust of wind.*) What qualities do they share? (*Sample: They are moving fast.*) How does the language affect the reader? (*Sample: It brings the image to life. You can picture the scene clearly.*)
- Point out that the key difference between the two types of figurative language is that metaphors do not use connecting words—*like* or *as*, while similes do. To give students practice distinguishing between the two, ask them to change the second simile in the **Lesson Summary**, “The summer rain was as warm as a kiss,” into a metaphor. (*Sample: The summer rain was a warm kiss.*)

**QUICK CHECK.** Write the following metaphor on the board. Ask students to write answers to the three questions that follow. When students are finished, ask them to trade papers and discuss their answers.

Over the years, the backyard turned into a jungle.

1. What two unlike things are being compared? (*a backyard and a jungle*)
2. What quality do these things share? (*Both are places in nature where plants grow.*)
3. What point is the author making by highlighting these similarities? (*Sample: The author is suggesting that the trees and plants have become so wild and overgrown that it is difficult to walk through the yard.*)

## Practice and Apply

Practice activities for simile and metaphor appear on pp. 235–236.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

NOTE: **Practice Worksheet B** uses **Graphic Organizer**, Simile and Metaphor, at the back of the book

### Answer Key: Practice Worksheet A

1. *S*
2. *S*
3. *M*
4. *Sample: Making dinner, Grandpa was like a bear in the kitchen.*
5. *b*
6. *a*
7. *c*
8. *c*

### Sample Answers: Practice Worksheet B

1. *It is a metaphor. The comparison between life and a broken-winged bird does not use like or as.*
2. *He compares life without dreams to a frozen field.*
3. *Both figures of speech are metaphors that compare a life without dreams to dreary, sad things.*
4. *Hughes suggests that a person without dreams cannot move forward in life or grow.*
5. *The poet uses two similes. In the first, he compares the person he loves to a red, red rose that has just opened. Both are beautiful and fresh. Burns is saying that his love is beautiful to see. In the second simile, he compares his love to a sweetly played melody. This suggests her voice is sweet and is something he wants to hear over and over. Burns is saying that his love is beautiful to hear.*

## Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least three of items 1–4 correctly. Students should answer at least two of items 5–8 correctly.
- **Practice Worksheet B:** Students should answer at least items 1–4 correctly. Item 5 will present more challenge, and answers will have more variety.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the example, and relate it to the definition(s). Brainstorm one or two new examples with students. Then have them complete the **Reteaching Worksheet**, p. 237.

## SIMILE AND METAPHOR, CONTINUED

### Answer Key: Reteaching Worksheet

1. *M;*
2. *S;*
3. *M;*
4. *S;*
5. *M*
6. *Earth stood hard as iron; water like a stone;*
7. *The similes compare earth and water to iron and stone; all these items share hardness in winter.*
8. *Rossetti makes the point that winter is a very hard time.*